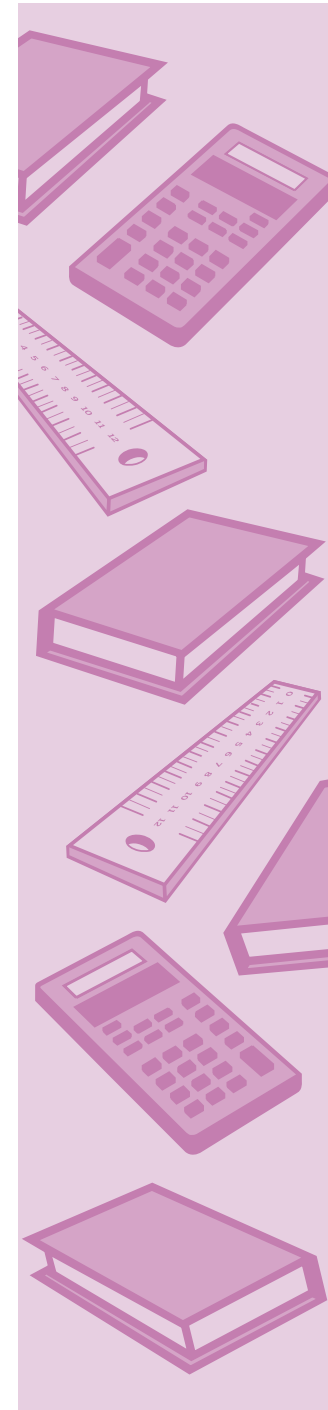


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Inquiries or complaints should be directed to:
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This profile is designed as a recording sheet for monitoring an individual student's progress throughout the school year. Sixth grade Indicators and the Strategies for Instruction in Mathematics suggest tasks and questions that can be used for on-going and summative assessment.

Directions for use:

The five mathematical goals and the specific objectives from the state of North Carolina Standard Course of Study are listed on this profile chart. Six boxes are provided for recording a student's performance level (1,2,3, or 4) at each grading period as some school systems have six grading periods, while others have four grading periods. Teachers have additional space to comment on student progress.

It is suggested that teachers record an evaluation (performance level) for each objective that is taught during a particular grading period; it is not necessary to record an evaluation for objectives that have not been addressed. Student work, conversations with the student, and observations provide evidence for the evaluation of performance. Evaluations are based on the student's abilities to explain, model, and apply learning. Student work folders (or portfolios) will support the evaluation.



Sixth Grade Observation Profile for On-Going Assessment and End of the Year Evaluation

• Number & Operations

1.01 Develop number sense for negative rational numbers.

a) Connect the model, number word, and number using a variety of representations, including the number line.

b) Compare and order.

c) Make estimates in appropriate situations.

1.02 Develop meaning for percents.

a) Connect the model, number word, and number using a variety of representations.

b) Make estimates in appropriate situations.

1.03 Compare and order rational numbers.

1.04 Develop fluency in addition, subtraction, multiplication, and division of non-negative rational numbers.

a) Analyze computational strategies.

b) Describe the effect of operations on size.

c) Estimate the results of computations.

d) Judge the reasonableness of solutions.

1.05 Develop fluency in the use of factors, multiples, exponential notation, and prime factorization.

1.06 Use exponential, scientific, and calculator notation to write very large and very small numbers.

1.07 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

• Measurement

2.01 Estimate and measure length, perimeter, area, angles, weight, and mass of two- and three-dimensional figures, using appropriate tools.

2.02 Solve problems involving perimeter/ circumference and area of plane figures.

• Geometry

3.01 Identify and describe the intersection of figures in a plane.

3.02 Identify the radius, diameter, chord, center, and circumference of a circle; determine the relationships among them.

3.03 Transform figures in the coordinate plane and describe the transformation.

3.04 Solve problems involving geometric figures in the coordinate plane.

• Data Analysis & Probability

4.01 Develop fluency with counting strategies to determine the sample space for an event. Include lists, tree diagrams, frequency distribution tables, permutations, combinations, and the Fundamental Counting Principle.

4.02 Use a sample space to determine the probability of an event.

4.03 Conduct experiments involving simple and compound events.

4.04 Determine and compare experimental and theoretical probabilities for simple and compound events.

4.05 Determine and compare experimental and theoretical probabilities for independent and dependent events.

4.06 Design and conduct experiments or surveys to solve problems; report and analyze results.

• Algebra

5.01 Simplify algebraic expressions and verify the results using the basic properties of rational numbers.

a) Identity.

b) Commutative.

c) Associative.

d) Distributive.

e) Order of operations.

5.02 Use and evaluate algebraic expressions.

5.03 Solve simple (one- and two-step) equations or inequalities.

5.04 Use graphs, tables, and symbols to model and solve problems involving rates of change and ratios.

Level IV (Exceeds expectations)

- consistent performance beyond grade level
- works independently
- understands advanced concepts
- applies strategies creatively
- analyzes and synthesizes
- shows confidence and initiative
- justifies and elaborates responses
- makes critical judgements
- makes applications and extensions beyond grade level; applies Level III competencies in more challenging situations

Level III (Proficient)

- exhibits consistent performance
- shows conceptual understanding
- applies strategies in most situations
- responds with appropriate answer or procedure
- completes tasks accurately
- needs minimal assistance
- exhibits fluency and applies learning
- shows some flexibility in thinking
- works with confidence
- recognizes cause and effect relationships
- applies, models, and explains concepts

Level II (Not yet proficient)

- exhibits inconsistent performance and misunderstandings at times
- shows some evidence of conceptual understanding
- has difficulty applying strategies or completing tasks in unfamiliar situations
- responds with appropriate answer or procedure sometimes
- requires teacher guidance frequently
- needs additional time, opportunities
- demonstrates some Level III competencies but is inconsistent

Level I (Limited performance)

- exhibits minimal performance
- shows very limited evidence of conceptual understanding and use of strategies
- responds with inappropriate answer and/or procedure frequently
- very often displays misunderstandings
- completes task appropriately and accurately infrequently
- needs assistance, guidance and modified instruction

NAME _____